






Fourth Grade Standards Progression 2012-13

Grade 4	Weeks 1-6	Weeks 7-12	Weeks 13-18	Weeks 19-24	Weeks 25-30	Weeks 31-36
Use the four operations with whole numbers to solve problems.						
4.OA.1 - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 		<ul style="list-style-type: none"> I can explain why two different equations with the same numbers can be equal. 				
4.OA.2 - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison 		<ul style="list-style-type: none"> I can solve word problems involving multiplicative comparisons with a symbol for the unknown using multiplication and division. 				
4.OA.3 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 	<ul style="list-style-type: none"> I can solve one-step word problems with whole numbers using addition and subtraction. I can represent word problems with an 	<ul style="list-style-type: none"> I can solve one-step word problems with whole numbers using multiplication and division and explain the meaning of any remainders. I can represent word problems with an 				<ul style="list-style-type: none"> I can solve multi-step word problems with whole numbers using the four operations and explain the meaning of remainders when appropriate. I can represent a multi-step word problem with



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	<p>equation using a letter for an unknown.</p> <ul style="list-style-type: none"> I can check the reasonableness of an answer using mental math and estimation strategies including rounding. 	<p>equation using a letter for an unknown.</p> <ul style="list-style-type: none"> I can check the reasonableness of an answer using mental math and estimation strategies including rounding. 				<p>whole numbers using an equation with a letter for an unknown quantity.</p> <ul style="list-style-type: none"> I can check the reasonableness of my answers to multi-step word problems by using mental math and estimation strategies including rounding.
Gain familiarity with factors and multiples.						
<p>4.OA.4 - Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>		<ul style="list-style-type: none"> I can explain the relationship between a factor and a multiple. I can recognize if a number 1-100 is a multiple of a single digit number. I can recognize if a number 1-100 is prime or composite. I can find all the factor pairs of a whole number 1-100. 				
Generate and analyze patterns						



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<p>4.OA.5 - Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</p>						<ul style="list-style-type: none"> • I can create a number pattern that follows a given rule. • I can create a shape pattern that follows a given rule. • I can identify features of patterns that are not stated in the rule itself.
<p>Generalize place value understanding for multi-digit whole numbers.</p>						
<p>4.NBT.1- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</p> 	<ul style="list-style-type: none"> • I can explain how the value of a digit in a multi-digit whole number relates to the value of the digit to its right. 					
<p>4.NBT.2 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> 	<ul style="list-style-type: none"> • I can read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. • I can compare two multi-digit whole 					



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	<p>numbers based on the value of the digits in each place.</p> <ul style="list-style-type: none"> I can use $>$, $=$, and $<$ symbols to record my comparisons of two multi-digit whole numbers. 					
<p>4.NBT.3 – Use place value understanding to round multi-digit whole numbers to any place.</p> 	<ul style="list-style-type: none"> I can use what I know about place value to round multi-digit whole numbers to any place. 					<ul style="list-style-type: none"> I can round multi-digit whole numbers to any place.
Use place value understanding and properties of operations to perform multi-digit arithmetic.						
<p>4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> 	<ul style="list-style-type: none"> I can fluently add multi-digit whole numbers using the standard algorithm. 					
<p>4.NBT.5 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area</p>		<ul style="list-style-type: none"> I can multiply a number with up to 2 digits by 1 digit number using strategies based on place value and 				<ul style="list-style-type: none"> I can multiply a number with up to 4 digits by a 1-digit number using strategies based on place value and properties of


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models. 		<p>properties of operations.</p> <ul style="list-style-type: none"> I can illustrate and explain calculations using equations, rectangular arrays, and/or area models. 				<p>operations.</p> <ul style="list-style-type: none"> I can multiply two 2 digit numbers using strategies based on place value and properties of operations. I can illustrate and explain multiplication calculations using equations, rectangular arrays and/or area models.
<p>4.NBT.6 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> 		<ul style="list-style-type: none"> I can find the whole number quotient of a division problem with up to two-digit dividends and one-digit divisors using strategies based on place value, properties of operations, and/or the relationship between multiplication and division. I can illustrate and explain division 				<ul style="list-style-type: none"> I can find the whole number quotient of a division problem with up to four-digit dividends and one-digit divisors using strategies based on place value, properties of operations, and/or the relationship between multiplication and division. I can illustrate and explain division calculations using equations,

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		calculations using equations, rectangular arrays, and/or area models.				rectangular arrays, and/or area models.
Extend understanding of fraction equivalence and ordering.						
<p>4.NF.1 - Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> 			<ul style="list-style-type: none"> I can compare and contrast visual fraction models representing equivalent fractions. I can identify and create equivalent fractions. 			
<p>4.NF.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> 			<ul style="list-style-type: none"> I can compare two fractions with different numerators and denominators by creating common denominators or numerators or by comparing to a 			

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			<p>benchmark fraction.</p> <ul style="list-style-type: none"> • I can explain that comparisons of fractions are valid only when the fractions refer to the same whole. • I can use $>$, $=$, and $<$ symbols to record my comparisons of fractions and justify my conclusions. 			
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.						
<p>4.NF.3 -Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.</p> <p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.</p> 			<ul style="list-style-type: none"> • I can add fractions that refer to the same whole. • I can subtract fractions that refer to the same whole. • I can decompose a fraction into a sum of fractions with the 			




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			<p>same denominator in more than one way.</p> <ul style="list-style-type: none"> • I can use my strategies to add mixed numbers with like denominators. • I can use my strategies to subtract mixed numbers with like denominators. • I can use my strategies to solve word problems involving addition of fractions that refer to the same whole and have like denominators. • I can use my strategies to solve word problems involving subtraction 			
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			of fractions that refer to the same whole and have like denominators.			
<p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.</p> <p>b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = (\frac{n \times a}{b})$.)</p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed?</p>				<ul style="list-style-type: none"> I can use what I know about multiplication to multiply a fraction by a whole number. I can express any fraction as a multiple of a unit fraction. I can multiply any fraction by a whole number by creating an equivalent multiplication expression involving a unit fraction. I can solve word problems involving multiplication of a fraction by a whole number using visual 		


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<p><i>Between what two whole numbers does your answer lie?</i></p> 				<p>fraction models and equations to represent the problem.</p>		
Understand decimal notation for fractions, and compare decimal fractions.						
<p>4.NF.5 - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p> 			<ul style="list-style-type: none"> I can express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100. I can add two fractions when one of the fractions has a denominator of 10 and the other has a denominator of 100. 			
<p>4.NF.6- Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p> 				<ul style="list-style-type: none"> I can write a fraction with a denominator of 10 or 100 as a decimal. 		
<p>4.NF.7- Compare two decimals to</p>				<ul style="list-style-type: none"> I can compare two 		


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<p>hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> 				<p>decimals to hundredths by reasoning about their size.</p> <ul style="list-style-type: none"> I can recognize that comparisons of decimals are valid only when they refer to the same whole. I can use $>$, $=$, and $<$ symbols to record my comparisons of two fractions and justify my conclusions. 		
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.						
<p>4.MD.1 - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> 				<ul style="list-style-type: none"> I can describe the relationship between sizes of measurement units in the same measurement system. I can convert measurements from larger units to 		

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				<p>smaller units within the same measurement system.</p> <ul style="list-style-type: none"> • I can record equivalent measurements in a two-column table. 		
<p>4.MD.2 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> 			<ul style="list-style-type: none"> • I can use the four operations to solve word problems involving intervals of time. • I can use the four operations to solve word problems involving money. 	<ul style="list-style-type: none"> • I can use the four operations to solve word problems involving simple fractions. • I can use the four operations to solve word problems involving money with whole numbers and decimals. • I can use the four operations to solve word problems involving liquid volumes. • I can use the four operations to 		<ul style="list-style-type: none"> • I can use the four operations to solve word problems involving intervals of time, money with whole numbers and decimals, simple fractions, liquid volumes, and masses of objects. • I can use the four operations to solve word problems involving distances. • I can use the four operations to solve word problems that involve converting measurements from larger

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				<p>solve word problems involving masses of objects.</p> <ul style="list-style-type: none"> • I can use the four operations to solve word problems involving distances. • I can use the four operations to solve word problems that involve converting measurements from larger units to smaller units. • I can represent measurements with diagrams like number lines that have a measurement scale. 		units to smaller units.
<p>4.MD.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> 				<ul style="list-style-type: none"> • I can use a formula to find the perimeter of a rectangle in real world and 		

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				<p>mathematical problems.</p> <ul style="list-style-type: none"> I can use a formula to find the area of a rectangle in real world and mathematical problems. 		
Represent and interpret data.						
<p>4.MD.4- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>			<ul style="list-style-type: none"> I can make a line plot that displays measurements including fractions of a unit $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ I can solve addition and subtraction problems involving fractions using information from a line plot. 	<ul style="list-style-type: none"> I can make a line plot that displays measurements including fractions of a unit $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ I can solve addition and subtraction problems involving fractions using information from a line plot. 		
Represent and interpret data.						
<p>4.MD.5 - Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>a. An angle is measured with reference to a circle with its</p>					<ul style="list-style-type: none"> I can describe how angles are formed. I can explain how angles are measured. I can explain 	

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<p>center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p> <p>b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>					<p>how the measurement of an angle relates to a fraction of a 360° circle.</p> <ul style="list-style-type: none"> • I can describe how the "degree" unit of measure is used to measure angles. • I can express an angle measurement in terms of the number of one-degree angles in that angle. 	
<p>4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>					<ul style="list-style-type: none"> • I can use a protractor to measure an angle in whole-number degrees. • I can sketch angles of a specified measure. 	
<p>4.MD.7 - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the</p>					<ul style="list-style-type: none"> • I can find an angle measure by adding the measurements of the smaller angles that make up the larger angle. • I can use my addition and 	

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unknown angle measure.					subtraction strategies to solve for an unknown angle on a diagram, in real-world and mathematical problems.	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.						
4.G.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.					<ul style="list-style-type: none"> I can draw points, lines, line segments, rays, right angles, acute angles, obtuse angles, perpendicular and parallel lines. I can identify points, lines, line segments, rays, right angles, acute angles, obtuse angles, perpendicular and parallel lines in two-dimensional figures. 	
4.G.2 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.					<ul style="list-style-type: none"> I can classify a two-dimensional figure based on whether or not it has perpendicular 	

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					<p>or parallel lines.</p> <ul style="list-style-type: none"> • I can classify a two-dimensional figure based on the size of its angles. • I can classify triangles as right triangles based on their characteristics. 	
<p>4.G.3 - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>					<ul style="list-style-type: none"> • I can identify lines of symmetry on a two-dimensional figure. • I can identify figures that have line symmetry. • I can draw lines of symmetry on a two-dimensional figure. 	